Denver Public Schools

Special Education

Classroom Observation Checklist for Specific Learning Disabilities

Student:

Today’s date:

Observer (print):

Observer’s Title (print):

(Note: Must be a school psychologist, social worker, nurse, speech-language specialist or special education teacher)

Note: This checklist should be used to organize your observation of the student both in a classroom setting focused on an area of instructional concern AND in a classroom setting focused on an area of no instructional concern.

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| --- | --- | --- | --- | --- |
| Not Observed | Mild | Moderate | Severe | **ATTENTION PROBLEMS** |
|  |  |  |  | Focused or Selective Attention |
|  |  |  |  | Easily distracted by sounds, sights or physical sensations |
|  |  |  |  | Inattentive to details or makes careless mistakes |
|  |  |  |  | Does not know where to start when given a task |
|  |  |  |  | Sustained Attention |
|  |  |  |  | Difficulty paying attention for long periods |
|  |  |  |  | Mind appears to go blank or loses train of thought |
|  |  |  |  | Seems to lose place in an academic task (e.g., reading) |
|  |  |  |  | Shifting Attention |
|  |  |  |  | Difficulty stopping one activity and starting another |
|  |  |  |  | Gets stuck on one activity |
|  |  |  |  | Applies a different set of rules or skills to an assignment |
|  |  |  |  | Divided Attention |
|  |  |  |  | Difficulty attending to more than one thing at a time |
|  |  |  |  | Easily becomes absorbed into one task |
|  |  |  |  | Attentional Capacity |
|  |  |  |  | Stops performing tasks that contain too many details |
|  |  |  |  | Avoids activities that require a lot of mental effort |
|  |  |  |  | Seems to get overwhelmed with difficult tasks |
|  |  |  |  | **SENSORI-MOTOR FUNCTIONING** |
|  |  |  |  | Visual-Spatial Functioning |
|  |  |  |  | Drawing or copying difficulties |
|  |  |  |  | Difficulties with puzzles |
|  |  |  |  | Confusion with directions (e.g., gets lost easily) |
|  |  |  |  | Shows right-left confusion or directions |
|  |  |  |  | Ignores one side of the page while drawing or reading |
|  |  |  |  | **MEMORY** |
|  |  |  |  | Short-Term Memory |
|  |  |  |  | Frequently asks for repetitions of instructions |
|  |  |  |  | Lacks rehearsal strategies while listening/studying |
|  |  |  |  | Seems not to know things right after they are presented |
|  |  |  |  | Trouble following multiple step directions |
|  |  |  |  | Problems copying from the board and/or taking notes |
|  |  |  |  | Active Working Memory |
|  |  |  |  | Loses track of steps/forgets what they are doing amid task |
|  |  |  |  | Loses place in the middle of solving a math problem |
|  |  |  |  | Loses train of thought while writing |
|  |  |  |  | Trouble summarizing narrative or text material |
|  |  |  |  | Long-Term Memory |
|  |  |  |  | Trouble remembering facts or procedures in mathematics |
|  |  |  |  | Difficulty answering questions of facts quickly |
|  |  |  |  | Gets frustrated while trying to convey thoughts on paper |
|  |  |  |  | Forgets to turn in homework assignment |
|  |  |  |  | General Learning |
|  |  |  |  | Difficulty learning verbal information |
|  |  |  |  | Difficulty learning visual information |
|  |  |  |  | Difficulty integrating verbal and visual information |
|  |  |  |  | **EXECUTIVE FUNCTIONING** |
|  |  |  |  | Problem-Solving & Organizing |
|  |  |  |  | Makes repetitive errors |
|  |  |  |  | Quickly becomes frustrated and gives up easily |
|  |  |  |  | Trouble making plans |
|  |  |  |  | Trouble completing plans |
|  |  |  |  | Difficulty with organizational skills |
|  |  |  |  | Behavioral/Emotional Regulation |
|  |  |  |  | Appears to be undermotivated to perform or behave |
|  |  |  |  | Has trouble getting started with tasks |
|  |  |  |  | Demonstrates signs of impulsivity |
|  |  |  |  | Trouble following classroom rules |
|  |  |  |  | Cognitive Efficiency |
|  |  |  |  | Takes longer to complete tasks |
|  |  |  |  | Slow reading that makes comprehension difficult |
|  |  |  |  | Classwork takes longer to complete |
|  |  |  |  | Requires extra time to complete tests |
|  |  |  |  | Responds slowly when asked questions |
|  |  |  |  | Does well on timed tests |
|  |  |  |  | Recalls information accurately and quickly |

Other Comments: